Vol. 119 JANUARY 20, 1936 No. 2

# Democracy Assaulted

THOMAS C. BARHAM, JR.

## Where Do We Go from *Integration?*

JOHN W. DICKEY and WILDY V. SINGER

## A "Basic Course" of Units

ARTHUR F. COREY

## Capitalize Youth's Idealism

GARRY C. MYERS

## CLEVELAND—by Supt. Charles H. Lake

SIXTH IN THE SERIES OF "REPRESENTATIVE SCHOOL SYSTEMS"

## *World at Lessons* by the Editor

The News Digest OF EDUCATION

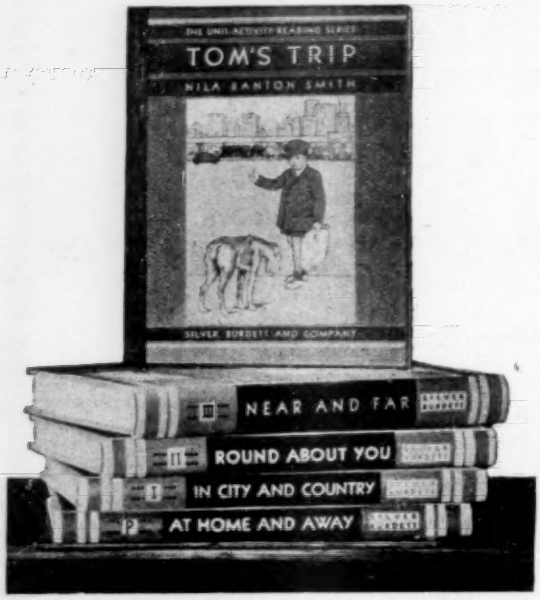
TWENTY CENTS $3 A YEAR

PUBLISHED AT BOSTON MASSACHUSETTS SINCE 1875

JOURNAL OF EDUCATION

# The UNIT-ACTIVITY READING SERIES

By NILA BANTON SMITH




**Silver Burdett Company**

New York — Newark — Boston — Chicago
San Francisco

# Good English through Practice

By EDWARD H. WEBSTER
with the co-operation of
JOHN E. WARRINER

*READY SOON*

Abundant drill and practice exercises develop ability in speaking and writing correct and convincing English. The self-testing and practice interest the pupil and encourage him to better his language ability. The self-help procedure is one that experience has demonstrated to be effective in the classroom. Those aspects of grammar are especially emphasized which are essential in everyday usage.

*Send for information*

**World Book Company**

Yonkers-on-Hudson, New York
14 Beacon Street, Boston
Chicago Atlanta Dallas San Francisco

# GREGG SHORTHAND

**Taught in the public high schools of 99.46% of the cities and towns in the United States where instruction in shorthand is offered.**

## RELATIVE STANDING OF SYSTEMS

| Shorthand System | Cities and Towns or Public School Systems | Percentage |
|---|---|---|
| Gregg | 9117 | 99.46% |
| 14 Other Systems | 50 | 0.54% |

**Ask our nearest office to send you pamphlet entitled "Ten Facts About Shorthand"—a remarkable story of success and achievement. Of interest to every teacher and school executive.**

***Mention this magazine.***

**THE GREGG PUBLISHING COMPANY**

New York Chicago San Francisco Boston
Toronto London Sydney

# How to Locate Educational Information and Data

By CARTER ALEXANDER

LIBRARY PROFESSOR
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

This new book by Professor Alexander represents pioneer work in the field of educational research. In concise form it explains ways of doing research work more efficiently and more economically. It is an invaluable publication for any professional library, for courses in educational research, for library courses in teacher-training institutions, and for library schools.

A set of 29 loose-leaf exercises known as the Alexander Library Exercises is also available. These exercises enable the student to master the skills required to locate and utilize most efficiently the library resources charted in the text. The Exercises sell for $1.00 per set. The Text sells for $3.00 (cloth-bound book of 272 pages).

BUREAU OF PUBLICATIONS
Teachers College Columbia University
New York City

# The JOURNAL of EDUCATION

*Twice a Month for Better Schools*

ESTABLISHED 1875



ANSON W. BELDING, *Editor*
ISOBEL R. LAY, *Managing Editor*

*Contributing Editors:*

GARRY CLEVELAND MYERS — DANIEL P. EGINTON
THOMAS C. BARHAM, JR.

*Advisory Editors:*

A. R. BRUBACHER, President, N. Y. State College for Teachers, Albany
E. W. BUTTERFIELD, Connecticut Commissioner of Education
HAROLD G. CAMPBELL, Superintendent of Schools, New York City
PATRICK T. CAMPBELL, Superintendent of Schools, Boston
FRANK CODY, Superintendent of Schools, Detroit
ARTHUR DEAN, Educational Consultant, New York City
EVERETT V. PERKINS, Principal, Augusta, Maine
BURTON P. FOWLER, Headmaster, Tower Hill School, Wilmington
E. C. HARTWELL, Superintendent of Schools, Buffalo
HENRY W. HOLMES, Dean, Graduate School of Education, Harvard
VIERLING KERSEY, California Supt. of Public Instruction
WILLIAM McANDREW, Editor and Lecturer, Mamaroneck, N. Y.
A. B. MEREDITH, New York Univ.
WORTH McCLURE, Superintendent of Schools, Seattle
BERTRAM E. PACKARD, Maine Commissioner of Education
CARROLL R. REED, Superintendent of Schools, Minneapolis
AGNES SAMUELSON, Iowa Superintendent of Public Instruction
PAYSON SMITH, former Massachusetts Commissioner of Education.
WILLIS A. SUTTON, Superintendent of Schools, Atlanta
CAROLINE S. WOODRUFF, Principal, Vermont State Normal School, Castleton
WALTER S. YOUNG, Superintendent of Schools, Worcester



OFFICE OF PUBLICATION: Six Park Street, Boston, Mass.


## *Contents for January 20, 1936*


WORLD AT LESSONS 37
The Wants of Nations
Supreme Court as Umpire
There Must Be Jobs
Naughty—But Why?
The Insecurity of Security

DEMOCRACY ASSAULTED 39
Thomas C. Barham, Jr.

PEDAGOGICAL PENNINGS 40
R. L. Hunt

WHERE DO WE GO FROM INTEGRATION? 41
John W. Dickey and Wildy V. Singer

THE ART OF QUESTIONING 42
Inez M. Hamann

A "BASIC COURSE" OF UNITS 43
Arthur F. Corey

SEVEN CARDINAL POINTS OF A PRINCIPAL 44
Evan H. Thomas

CAPITALIZE YOUTH'S IDEALISM 45
Garry Cleveland Myers

READER VIEWPOINTS 46

REPRESENTATIVE SCHOOL SYSTEMS—CLEVELAND 47
Charles H. Lake

FROM A SCHOOLMAN'S DIARY 51
Francis Read

BOOK REVIEWS 52

WINSHIPISMS 52

THE NEWS DIGEST 53

AMONG THE SCHOOLS 55

MEET THESE CONTRIBUTORS 56

GRINS BETWEEN GRINDS 58



THE JOURNAL OF EDUCATION is published the first and third Mondays in each month, September to June, inclusive, by New England Publishing Company, Six Park Street, Boston. Subscriptions in the United States, $3.00 a year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.

Index to Journal of Education is published annually with the last issue in December. The contents are listed in **Education Index.**


## *The Editors Say...*

For the many complimentary words received about our new cover and other changes—thanks!

Every now and then we hear of persons quite outside of educational work who enjoy reading this magazine. As we have admitted in this column before, we do aim to make education as humanly interesting as it deserves to be.

Day before yesterday an assistant superintendent of schools of an important city called at our office. In the course of conversation he reported that a special committee, of which he was a member, had recently checked over the list of periodicals subscribed for by the local school department, with a view to some eliminations. When they came to the Journal of Education, the feeling was *unanimous* that it could not be spared. "We would be lost without it; it's our standby," they agreed. Just another challenge to do our best.

•

In our next issue Superintendent Irl H. Dulebohn will begin a series of characteristically brilliant articles on teachers—and some things he wishes they wouldn't do.

## *Treasure Hunt*

An advertisement in this issue contains two words which got into a mixup like this:—

**cenislexluderceve**

Unscramble the letters; discover and locate the words. If yours is the first correct solution mailed from your state, you will be entitled to a four months' subscription to this magazine; for yourself if you have not won recently, otherwise for a friend.

Answers should be mailed not later than February 12 to be counted.

Answer to T. H. of December 16 was "Selection for Individual Needs," page 575.

## *A THOROUGHLY TESTED SERIES*

### STRAYER-UPTON

# Practical Junior Mathematics

By *George D. Strayer,* Professor of Education,
and *Clifford B. Upton,* Professor of Mathematics,
Teachers College, Columbia University

**ONLY those methods and materials which have been well tested in the classroom by many experienced teachers are presented in these books. They also follow the recommendations of the National Committee on Mathematical Requirements and the Yearbook of the National Council of Teachers of Mathematics.**

***Practical Junior Mathematics*** **teaches 7th and 8th year Mathematics as a whole rather than by individual subject compartments.**

***Practical Junior Mathematics*** **carries out the most comprehensive and efficient testing scheme ever devised for mathematics at these levels—twelve spaced Improvement Tests, eight spaced Diagnostic Tests, and twelve spaced Problem-solving Tests.**

*Practical Junior Mathematics convinces pupils of the utility of mathematics by work—not merely by words—and especially by means of modern business topics concerning the informational and social aspects of arithmetic, geometry, and algebra.*

BOOK ONE (First Year of Junior High School) 384 pp..... List, $0.84
BOOK TWO (Second Year of Junior High School) 424 pp..... List, $0.92
BOOK THREE (In preparation)

## AMERICAN BOOK COMPANY

New York Cincinnati Chicago **Boston** Atlanta Dallas San Francisco

The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

Volume 119 | Boston, January 20, 1936 | Number 2

# World at Lessons

## The Wants of Nations

IT MIGHT be an interesting and enlightening exercise to set down in black and white what each nation in the world at this moment seems to want.

The United States, for instance, wants recovery and a fair distribution of income through universal employment at home, and peaceful relations with all foreign countries—especially does it wish to avoid being drawn into some one else's quarrels because of war trade complications.

Great Britain wants to preserve her empire, her trade routes, her security from air attack at home; to prevent a war in Europe and to assist in proving that collective action by way of sanctions can put down aggressive war.

Germany wants economic recovery; the return of her lost colonies; military and naval expansion; union with Austria. She covets part of Russia; is jealous of Italy's hold on Austria; has unexpressed feelings toward England and France.

France fears Germany. She also fears internal strife. She wants collective security on the one hand and Italy's friendship on the other—so vacillates, and tries not to get into any more hot water than necessary.

Italy wants to conquer Ethiopia and annex it as a colony; wants to frighten England and the League; has aspirations for a world empire. Mussolini is having his big test. If he loses the war, he loses his job, and Italy may go communistic.

Soviet Russia wants the world converted to communism; fears Japan and Germany; exalts the machine above the human spirit.

Japan wants to control China; wants a free hand in the Far East; wants naval equality with Britain and the United States so neither can interfere with her activities in Asia; wants markets for her industry and sources of cheap raw materials. She works with ingenious methods; violates treaties; makes glib excuses; has a hankering for Soviet territory; makes the Philippines uneasy.

And so it goes. The other nations have their particular leanings and ambitions—often related to their more powerful neighbors.

To hope for peace in such a world is merely to be in a hurry for what must come eventually through a growing realization that only courtesy and fair play can be depended on to furnish lasting happiness to nations.

• • •

## Supreme Court as Umpire

WHENEVER the Supreme Court gives a majority ruling instead of a unanimous one, there is considerable wagging of heads by citizens, who suspect that the ruling may be wrong. The skeptics naturally are impressed by the fact that one or more of the judges cogently maintain a contrary opinion to that of the majority. "May not the minority be right?" the doubters ask.

We do not have to believe that the Supreme Court is invariably right in order to accept its decisions—any more than we have to agree with a referee or umpire in a game of ball. The important thing is that there should be some final method of settling an issue which would otherwise lead to endless confusion and strife. In the United States, that method is by reference of the case to a court composed of nine men of highest integrity, intelligence, and independence. These men need not be wholly impartial in the sense of not having any particular leanings or characteristic attitudes toward public questions. In fact this tribunal always has men of varying shades of opinion; some that are usually more liberal or even radical than others. Yet as individuals their attitudes on specific questions can never be accurately predicted—because every case is weighed upon its merits by each justice, and because so many factors enter into each one's thinking.

A minority opinion may, therefore, happen to be more reasonable and just than the majority

opinion from which it dissents. That is not the point. A ruling of one sort or another is required. Such a decision clears the atmosphere. It compels respect and it obtains compliance by the sheer weight of custom, the dignity of the court, and the people's faith in the Constitution and the means of adjudication and interpretation which it has set up.

Meanwhile, whatever can be done to shorten the time required for important constitutional questions to reach the Supreme Court, should be done. Lower courts might well be barred from passing upon the constitutionality of any Federal statute.

• • •

## There Must Be Jobs

WILL the improvement now taking place in business eventually open up jobs for all who can and should have them? This is a question which concerns all of us, whether we have jobs or not.

One of those who hold a hopeful view of this matter is William Green, president of the American Federation of Labor. He is well aware of the lag in re-employment at this time. In a recent statement he pointed out that better machinery and organization have added 25 per cent. to the average production per hour of each worker. He therefore estimates that, even with a total of business activity equal to that of 1929, there would be need of 1,800,000 fewer workers.

Today, with business half-way up the road to recovery, re-employment registers only 30 per cent., according to Mr. Green's figures.

Two things which will insure the wiping out of unemployment, Mr. Green believes, are—higher wages to provide greater buying power for workers, and a shortening of hours in trade and industry. These are, indeed, important objectives and organized labor has never been slow to urge them. The strike may have been a crude weapon, and unionism may have lacked for wise leadership. But they have done much to keep down unemployment and to increase mass purchasing power by which American industry has thrived.

• • •

## Naughty—But Why?

A GIRL of ten wandered the streets of a Boston suburb and shivered in doorways all one winter's night because she dreaded to go home and show her report card and a note from her teacher stating that the child had tried to erase a bad mark and substitute a good one. "Naughty child" would have been the average adult's verdict twenty years ago. Today, well informed and thoughtful persons here and there will be less cocksure. They will wish to know *why* the little girl behaved as she did; what caused her great fear of going home; and why, perchance, her teacher had been unable to bring out better conduct than was indicated on the report card.

Some who are already convinced that report cards are themselves an evil, will find their view confirmed in such an incident. Still—the substance of a report matters even more than the form.

One day we shall know vastly more than we do yet about what goes on in children's minds, and about the adjustment of school and home environments to produce the most desirable growth. But enough is known already—if we but apply it—to accomplish wonders. What is needed today is more universal attention to the problem of understanding the child and bringing out his best. Fortunately an increasing number of teachers and of parents are learning to view the young personality with sympathetic insight. The secret springs of conduct begin to be revealed. Penalties, fear, and disapproval are seen to be far outweighed by trust, appreciation, and kindliness.

• • •

## The Insecurity of Security

WITH the beginning of this year the United States embarked upon a far-reaching program of social insurance. The purpose is to protect a large number of Americans from the ill-effects of unemployment or of poverty in old age. Financial benefits for needy mothers and children and handicapped persons are also included.

The huge cost of the program will be warranted if it can be made to mitigate some of the worst evils of our industrial life, and if the costs can be met without disrupting industry, or doing the very opposite of what it was intended to do with regard to unemployment.

Strangely enough the critics of the social security plan have been very slow to point out the probable effect of a payroll tax on the number of workers to be employed or the wages to be paid them.

Will employers cheerfully pay a tax rising to six per cent. (for unemployment and old age insurance together) on every payroll dollar, without being stimulated more than ever to substitute machinery for men? Such substitution may ultimately be in the interests of all the people—but any sudden increase in the rate of substitution in the near future will occasion a heap of trouble.

A tax on new machinery—hard as this would be upon our heavy industries—would at least have no tendency to retard employment.

Anson W. Belding

# DEMOCRACY ASSAULTED

## *Youth Must Be Taught to Discriminate and Not to Swallow Every Recommended Panacea, as So Many Adults Are Doing.*

By THOMAS C. BARHAM, JR.

THE challenge to the educator, and more especially, the challenge to the social science teacher, to educate for the intelligent assumption of civic responsibilities is being forced upon our attention these days with unequaled dramatic vigor and dramatic vividness. Indeed, several such dramas all flourishing on the present mood of the American mind plainly indicate the alarming deficiencies in attitude and outlook held by large numbers of Americans.

Unless a correction of these deficiencies is forthcoming speedily, the sarcasm heaped upon the democratic ideal by the foremost apostle of fascist autocracy and intolerance, Benito Mussolini, will prove in the final analysis to have been justified: Democracy *will* expire—and not because of external hostility but by reason of self-administered poison!

Inability to think, loose thinking, no thinking, refusal to think, these, plus a large dose of rampant enthusiasm for drastic economic change born out of depression experiences during the past six years may be said to constitute the formula which can be, maybe is being, seized upon to launch a most dangerous assault against the American democratic ideal.

Several of the plans for bringing about a speedy recovery from the depression are thriving because of the existence of the conditions mentioned in the formula just described. The nature of these programs may be easily analyzed and classified. Without doing them grave injustice they may be divided into three point programs:—

1. The presentation of an apparently simple plan readily understood;
2. The advocacy of sweeping and far-reaching changes;
3. The promise of great things to the mentally or physically indolent; that is, the promise of an advantage to be gained by no equivalent effort.

•

Let us now illustrate this program as it repeats itself in the plans of four of the outstanding healers of our economic and social afflictions.

Huey Long proposed:—

(1) the apparently simple plan, readily understood, called "Share the Wealth" embodying

(2) sweeping changes such as expropriation of the wealth belonging to those who amassed it or to their descendants in order to

(3) redistribute the wealth and income of the nation for the benefit of the willing and the indolent groups in the lower economic ranks. The only effort required from the benefactors would involve a stroll to the polls in order to vote for the local, state and national candidates on the "Share the Wealth" ticket.

•

Upton Sinclair proposed:—

(1) the apparently simple plan, readily understood, called "End Poverty in California" embodying

(2) sweeping changes such as the expropriation of fallowing private property for the advantage of the economically distressed, and the saddling of a huge debt burden upon the shoulders of the producers in order to

(3) repair the economic plight of the hard pressed classes including the indolent who gain an advantage for no equivalent effort.

•

Dr. F. E. Townsend proposes:—

(1) the apparently simple plan, readily understood, called "Old Age Revolving Pensions," but known to the layman as the "$200 a month plan to all over sixty years who will refrain from working in the future," embodying

(2) sweeping changes such as the gift of $2,400 a year to the "annuitant," thus offering

(3) the promise of plenty not only to those over sixty years but to the indolent whose parents have the luck to be sixty years or over, rather than forty.

•

The Rev. Charles Coughlin proposes:—

(1) the apparently simple program, readily understood, summed up under the title of the organization, "The National Union for Social Justice" in which

(2) the injustices of our present economic "set-up" will be successively corrected

(3) for the benefit of the masses of complaining Americans whose civic enthusiasm does not go beyond signing a pledge, sending letters to designated individuals, when told, and voting for the "right" man,

when told who is right.

It is not necessary to charge that the leaders of these plans are designing to stride the American scene either as secret or open dictators, to discover harm in their work. The fact that these plans advocate revolutionary changes in our contemporary ordering of economic relationships is not sufficient reason to condemn them. They should be condemned because they flout the true spirit of the democratic ideal of self-government. They gain adherents by setting out as crusaders in the cause of justice and Christianity, thereby arousing tremendous enthusiasm for their plans. Their programs are advanced upon the strength of the united support of vast numbers of people who have voluntarily surrendered their democratic duty to think for themselves and instead permit others to do their thinking for them. If any one of the plans is established as a result of the methods now used to gain support, it will mean that the death-knell of the democratic way of government has struck.

•

What is democracy? Fundamentally, it is a system and a method of government devised to permit the governed to set up regulations and determine the policies under which they shall be governed. It is essential that the governed intelligently perform that fundamental democratic function, namely, *self*-government. Self-government means more than the rubber stamp approval of the ideas of some person who professes to be a leader and to know "whereof he speaks." Democracy presents a unique and advantageous type of freedom which entails a responsibility—the active interest and intelligent attention of the electorate.

The programs of the four men discussed are opposed to the democratic method of procedure. They do not call upon the individual to apply his mental powers to weigh all the facts, discriminate between the facts, sift the essential from the non-essential, and then arrive at a solid judgment on the facts. On the contrary these gentlemen have embarked upon methods of indoctrination. They select the facts. They separate the essential from the non-essential. They give you the facts, and they ask your confidence in the infallibility of their programs. To awaken the present electorate and the oncoming electorate to this situation is perhaps the most urgent task confronting true champions of the democratic ideal.

The resurrection of the idea of the town meeting as the medium through which the democratic method can operate most effectively may be discovered in the panel discussion forums so strongly advocated by Commissioner Studebaker. Here we meet the strongest contemporary attack against the undemocratic method of indoctrination. It is a method emphasizing intelligent self-determination. However, this weapon is largely confined to adult re-education. And that brings us to the question of our young people.

What of the youth in the secondary school? Are you who are administrators taking advantage of your opportunities to safeguard our democratic processes against undemocratic encroachment? Are you who are teachers in the social science classroom taking advantage of your opportunities to arouse active and enduring interest in contemporary democratic problems? Are you offering to your pupils an opportunity to frankly survey and frankly discuss these problems? Are you converting your classroom into a laboratory in order to impress the democratic ideal upon youth? Are you giving your pupils a chance to practice democracy within your classroom? The work of the social science classroom, indeed, the work of the whole educational institution lies much closer to the pulse of democratic problems than would at first glance appear. It will be a sorry day for democracy if the gauntlet thrown at its feet is not effectively answered.

# *Pedagogical Pennings*

By R. L. HUNT

## No. 10—Hobbies

EVERYONE needs a hobby to keep from growing prematurely old, and from taking life too seriously. Most hobbies, except our own, seem foolish. Both the "all work" and the "all play" fellows are dumb. Many people are too busy seeking "substitutes for intelligence" to have a hobby.

A long faced, super-nervous, super-intelligent, and super-serious teacher seldom has a hobby, or makes an impression upon the pupils that is carried outside the classroom.

Wise use of leisure time is the pedagogical and classical terminology given hobbies in the list of cardinal principles of education. However, the idea that interests the pupil is still the hobby.

If the pupils select the wrong kind of hobbies, or rather the unwholesome ones, the schools must accept a part of the blame. Shall we meet the challenge? What's your hobby? What are the hobbies of your pupils? What are you doing to help them select good hobbies?

# Where Do We Go from *Integration?*

By JOHN W. DICKEY
and WILDY V. SINGER
Both of State Normal School
Newark, New Jersey

*"Interpenetration" and "Identification" are the recommended next stops on the terminology highway*

EDUCATION has been vigilant in its search for terminology which will describe adequately and succinctly the educative process. From the "correlation" of the '90's, we moved forward through "motivation," "socialization," "problem," "project," "units," "correlation" (different from the "correlation" of the '90's), "articulation," and, right now, "integration." With each new word came additional insights into the truer meanings of education; but one great Gestalt was lost sight of in this developmental gamut.

This great Gestalt which has been sadly neglected is that of the creative or productive side of the educative process. This gamut of terminology from "correlation" of the '90's to "integration" of today, has viewed education largely (at least in practice) as an acquisitive, intaking, or learning process. We are just beginning to appreciate that only one-half of the educative process has been stressed and that probably the more important half (creative education) has been sadly neglected. We are, therefore, sorely in need of terminology which will describe with some degree of clarity the creative process in addition to the acquisitive process. The most adequate terminology seems to be *interpenetration* and *identification.*

These two concepts transcend "integration" and include it as one subdivision, i.e., interpenetration and identification are the large universes of which integration is a particular. In addition to being embracing in their meanings, they are strictly in harmony with the new, idealistic philosophy and Gestalt psychology both of which are increasingly being felt and appreciated in American life in general and in education in particular. The *Zeitgeist* seems ripe, therefore, for an advancing step from "integration" in education, which stresses the intaking process as revealed by practice, to the larger and richer concepts of *interpenetration* and *identification.* Let us examine these two concepts in the light of education.

**"The concept of interpenetration connotes dynamic action.**

**"Identification as a concept seems basic to general education, and with it is carried the emphasis on the creative process as well as the learning process."**

•

The concept of interpenetration connotes dynamic action. It conceives the child as being a part and parcel of the environment. The two are dynamic and are unceasingly interacting. Both the child and the environment are changed as a result of this interaction. Change the one and you change the other, and *vice versa.* This concept of interpenetration implies that the child (or adult) can create a change in his surroundings. It says that the educator can manipulate the environs and create a change in the child. Creating and learning are both focalized by this dynamic concept of interpenetration. Integration too often falls short here by stressing in the thought and practice of the educator only the learning and not the creating. Interpenetration should replace "integration" and be tied with identification.

Identification is the second concept mentioned above, and should go hand-in-hand with interpenetration. It is perhaps the more important concept of the two because it so vigorously introduces the creative process in education. It implies that process of the art of becoming. An example will illustrate. When the child rides the broomstick, champs the bit, and paws the rug, he *is* a horse. Psychologically he has identified himself with the horse kingdom. He may name himself Ned and respond to his mother's call only when she recognizes him in his new role. Here the child has become a horse through imitation and empathy. He has identified himself as a horse. As we readily can imagine, there may be all degree of success in the identification, from the mere lesson learner to the creative artist, from the one who repeats glibly to the one who has become. (Here the teacher is only too frequently fooled.) Identification as a concept seems basic to genuine education, and with it is carried the emphasis on the creative process as well as the learning process.

•

A word must now be said as to the meaning of maturity in the light of our two concepts—

interpenetration and identification. Interpenetration is the dynamic process which causes the phenomena of personality maturation to take place, whereas the growth in the identification process implies that the individual is able more and more to move from one personality Gestalt to another with greater ease and more conscious awareness of his identifications.

The child is not consciously aware of his personality patterns to the adult degree. The psychopathic case is unable to move from one pattern to another, whereas the genius is most facile in his shifting of personality Gestalten as well as being consciously aware of each. The gifted person is a multiple personality and consciously aware of it. Interpenetration as a dynamic process, and identification as being, are most meaningful in both the learning and the creating processes.

In view of the transition from education conceived largely as synonymous with learning to the two-fold concept of learning and creating, it seems necessary to leave "integration" as another land mark of past progress and move onward to the concepts of interpenetration and identification. We learn by doing, and we know and create by being.

•

If true education implies creating as well as learning, then the concepts of interpenetration and identification are a step in advance of the concept of "integration." Educational benefits will accrue from this forward stride through a bifurcated emphasis.

---

# The Art of Questioning

By INEZ M. HAMANN

Atascadero, California

GOOD teaching requires skill in the art of asking a question. To question efficiently the teacher must thoroughly understand his subject, and must be on the alert to interpret the reactions of the pupils to his questions.

The good question should stimulate thought, lead to inquiry, and result in understanding and mastery. It may be judged by how much thought response it arouses, by the discussion interest the pupils show, and by the expression of the thoughts in an adequate manner showing that the answer has been assimilated. When these results are obtained they show that the question has been adapted to the experiences and understanding of the pupils.

The teacher should not be entirely dependent upon the text for suggested questions. After all, questions should be adapted to the needs of each individual class so that the material of the text becomes the motivated response of the pupil. If the teacher thoroughly understands the lesson he will not depend upon the open text but will show his interest by looking at his class while their response is being given. Thus the recitation becomes an interesting and directed conversation between teacher and class rather than a matter of demanded "textbookish" answers followed by little or no discussion.

Planned questions developing the unity of the lesson help the teacher put the right questions at the most opportune time during the discussion. If his mind is alert he can guide and stimulate quite easily and naturally so that the successive steps of his lesson plan will be logically developed without seeming stereotyped.

Usually it is wise to address the question to the whole class and allow a moment's time before calling upon someone for the answer. This stimulates thought on the part of each class member. In calling upon the pupils no regular order should be followed. However, frequent questions should be aimed at the inattentive or mischievous pupil to draw him into the class discussion.

A few essentials of a good question are as follows: (1) That its meaning be clearly understood. This involves adaptation to the age and understanding of the pupil. (2) That it be definite and thought provoking. The pupil should never be puzzled as to what it is all about. (3) That it not be a question requiring just "yes" or "no" for the answer and (4) That it be a "why" or "how" question which is better than the "what" question.

Questioning is an art which should be mastered by every teacher, for upon the teacher's questions rests the development of the class.

# A "BASIC COURSE" *of* UNITS

By ARTHUR F. COREY
Assistant Superintendent of Schools
Orange County, California

THE much heralded disorganization and confusion which has accompanied the transitional school is justly condemned and finds no excuse either in educational theory or actual practice. The time is past when a vital educational experience is so novel that it is rare news and attracts wide attention. A good teacher is now expected to produce a classroom environment which is consistently vital. The transition in elementary education has now reached a point where accurate analysis and directional planning are imperative.

### *Why a Name for the "Basic Course"?*

Assuming that a basic course utilizing units of work is to be used in the elementary school, it matters little what that course be called. It is suggested that any descriptive title such as "Social Studies" is not only unnecessary but restrictive. The use of the term "Basic Course" leaves the possibility for any changes thought advisable, and still describes the objective as well as any name yet suggested. Much space and time have been wasted in debate about whether the core of the curriculum shall be social studies, science, or something else. In a "Basic Course," the core at a given time is essentially the phase of human interest being explored. The experience may then partake of any and all aspects of subject matter and skill. The factor determining the emphasis placed upon any phase of conventional subject matter is the contribution which that material can make to the area of interest and culture being explored. Before the unit begins, an experienced teacher can usually foretell what fields of subject matter can contribute most to a given unit of work. If the educator commits himself to a policy that history shall be the central theme around which all units shall be developed, he simply limits the educational experiences of the children to those areas of interest which find subject matter in historical material. Likewise, if science is assumed to be the theme, then the child is limited to that sort of thing which finds explanation and interpretation through science. A wiser approach seems, therefore, to assume no field of subject matter as central; but to plan carefully the type and direction of the units so that all vital fields of subject matter interest may be utilized.

### *An Analysis of Unit Types*

In determining the character and sequence of experiences which will introduce a child to the totality of world culture, there are at least four different approaches possible. Each of these approaches has its advantages and offers possibilities for achieving certain objectives. In other words, there are at least four types of units of work which would find place in any "Basic Course." The distinctions in the types are not arbitrary, but must be made because of the preponderance of a certain quality or distinguishing characteristic.

1. *Geographic Unit*

   A unit of work may derive its characteristic from a geographic quality. A certain country or portion of the earth is studied as a field of interest. This does not mean that only geography is utilized but rather that geographic considerations limit the scope of the experience. Examples of such units are common:—

| | |
|---|---|
| Russia | Arctic Peoples |
| Holland | Tropical Peoples |
| Japan | Desert Peoples |
| Mexico | Pacific Islands |

2. *Historical Unit*

   A second type of unit finds its determining factors in history. A field of interest is explored because of its contribution to historical development, rather than its present significance. Examples of this classification are familiar:—

| | |
|---|---|
| Ancient Greece | Middle Ages |
| The Cavemen | New World Exploration |
| Rome | Colonial Life |
| Egypt | The New Nation |
| Norsemen | Westward Movement |

3. *Environmental Unit*

   A third type of unit derives its characteristic quality because it deals with the immediate environment in which the child finds himself here and now. It attempts to develop social attitudes concerning the rich and varied institutions and forces which touch the child intimately, such as:—

| | |
|---|---|
| Home Life | The Store |
| The Library | The Weather |
| Aviation | The Stars |
| The Police Department | The Health Department |
| The Fire Department | |

4. *Evolutionary Unit*

   This type of unit takes some force, influence, or factor

in our culture and examines its development from inception to the present time. This approach aims to present a sweeping view across the centuries of human progress. Examples suggested from commonly used units are:—

Transportation Illumination
Communication Inventions
Records Time
Clothing

*Approach Determines Character of Unit*

Obviously a certain titled unit might be developed in two different types, or as a combination of two types. An experience about Greece might include both an appreciation of the present people of that country, and a study of the contribution of that country to our culture. Thus, the unit as developed would be both geographic and historical. Clothing might be approached as an investigation of present customs in various countries, or as a development of clothing materials and styles from the time of the cavemen to the present.

*Balance in Unit Types Essential*

Some well-known courses of study are composed almost entirely of units of the historical type. The understanding of other national cultures is essential to future international comity. This demands material of the type designated here as geographic. History never becomes fully significant until causal relationships are seen. The evolutionary unit which traces the development and social effect of some factor in human life can be made to cut across the pages of history with sufficient speed to emphasize the flowing progressive character of human culture. The present immediate environment cannot be overlooked, because only through its appreciation can the attitude be developed which makes man the master of his surroundings rather than a victim of them.

*Confusion Has Been Real*

The physical confusion in evidence in education has been merely the symptom of the mental confusion of educators. The theory that any unit is satisfactory if the children enjoy it would lead to educational chaos. Freedom of an individual class group to develop its experiences about a real interest is unquestioned; but the advisability of a definite planned direction utilizing balanced values from all types of units available is equally indisputable. The general outlines, within which the class group may wander and explore to their hearts' content, must be pre-determined. The type of approach used in the unit, whether geographic, historical, environmental, or evolutionary, should also be suggested in the curricular guide which the teacher has at her disposal.

# SEVEN CARDINAL POINTS *of a* PRINCIPAL

## (*As a Teacher Sees Them*)

By EVAN H. THOMAS
Instructor, Somerville (New Jersey) High School

1. **He recognizes and acknowledges success. "Nothing succeeds like success" is as true of teachers' work and progress as of any other phase of life to which the remark may be applied. The encouragement that is given to the teacher by a few "well dones" immeasurably accounts for added zeal in performance of classroom work.**

2. **He inspires a professional spirit. The principal's interest in education and its problems as evinced by his study and discussion of the same goes far toward making more real and significant to the teacher the importance of the schoolman's place in the scheme of things. Until teachers note in their superiors a sense of the prominence of the task given educators, they cannot be expected to conceive of their job as a profession.**

3. **He keeps abreast of the times in education. Often is it said that the school reflects the faculty. Just as truly may it be said that the faculty reflects the principal. The principal's "up-to-dateness" in a contagious way is transmitted to his staff.**

4. **He fearlessly offers constructive criticism. Teachers admire the man whose criticism, though it may often be adverse, is presented openly to them alone after first-hand acquaintance with the situation and due deliberation on the problem. Nothing is more conducive toward unmaking a teacher than his acquiring the feeling that the principal is dissatisfied with him but for personal reasons chooses not to discuss the matter.**

5. **He at all times refers to his teaching staff with pride. Unpardonable is it for a principal ever to subject to ridicule any teacher, or ever in the guise of democratic school organization to bring teacher and pupil on a common level. Respect and admiration for the work done by his staff begins at the principal's door.**

6. **He is explicit in all that he directs his teachers to do. Only too often gross misunderstandings are the result of the principal's failure to express himself clearly.**

7. **He recognizes that his teaching staff, as well as his student body, represents differentiated abilities. The human element in teacher-principal relations, so often entirely overlooked, enters here. Consideration of the ability and interests of the teacher goes a long way toward thwarting discontent and perhaps ultimate failure that is born of the square peg filling the round hole.**

# Capitalize Youth's Idealism

By GARRY CLEVELAND MYERS

NORMALLY the adolescent is an idealist. While his standards may not always coincide with ours, he likes to feel he plays a part in life not entirely selfish.

He also is exceedingly susceptible to the leanings of his group. He is very ready to "fall in" with the crowd. If, for example, a classmate noticeably different from the rest, is characterized as "queer" by one of the class, all the rest are likely soon to make this "queer" comrade the butt of ridicule. He accordingly becomes the object of their jests when they mingle and converse informally at school or elsewhere. They concertedly will make fun of his mistakes during recitation, and tease and bully him outside of class. If, at this sufferer's expense, the teacher should extemporize a "wise-crack," the remainder of the class will laugh uproariously. In consequence, the victim feels more timid and more lonely and inevitably acts more queerly.

What opportunity has he under these conditions of becoming a good mixer? Is there any hope for him? No doubt his parents tell him he could have many friends "if he only would be friendly." Do such admonitions give him any help? Hardly!

Why do the adolescents act so cruelly toward a classmate? Is it their deliberate aim to make him suffer? Not at all. It's just the thing to do; everybody does it. But why did the first offender so behave? For about the same reason that a dog wags his tail; he feels like doing it. It was a very primitive response. Back of it was the non-conscious human urge to feel superior. When you make fun of me, you, to that degree, feel superior to me. If you also can induce others to join you in your ridicule of me, you are made to feel still more superior; and the more inferior you make me seem to feel toward you the greater grows your feeling of superiority. In other words, the pain you induce in me becomes your pleasure, and the more pain you cause me the more pleasure you obtain. To reiterate: the first one who dubbed the comrade "queer" was motivated by a very primitive but non-conscious quest for selfish pleasure. Those who imitated have had similar hidden motives in addition to their crowd-suggestibility.

Over against these baser hidden motives is an adolescent idealism, very faint in some members of the crowd, stronger in others. One student—or several of them—while joining the crowd in tormenting the "queer" classmate has moments when he feels sorry for this sufferer, and ashamed of having been so cruel to him. He at times may even feel resentment at the way the remainder of the class and, perhaps, the teacher, treat him. Yet the power of the crowd will probably overcome these better motives. Nevertheless, a very little influence from outside could easily turn the wind in favor of the victim and could fan into a flame the idealism smouldering in the "hearts" of at least a few of the crowd.

Where is this influence to come from? From the teacher. He has the vantage ground. He stands where he should view the field objectively. His richness of experience, his knowledge of psychology, his presumable insight into human nature, should fit him to diagnose the problem of this lonely, timid student and conceive of ways and means of helping him.

Granted that the teacher is considerate of the feelings of his students and respects their personalities as very sacred. Even then, direct assistance to this lonely student is not easy. Suppose, for instance, the teacher shows this youth special consideration in the classroom; turns to him extra responsibilities, or encourages him to come early or linger after class for sympathetic conversation. The effect, while temporarily comforting to the lonely soul, may be bad instead of good. Others will think of him as kowtowing to the teacher. And, while leaning on the teacher for support, this student will feel less able to stand alone and be one among the rest.

Here is where adolescent idealism can be capitalized. In every class of youth are some students who are strongly other-minded, who are happily adjusted in the group and are looked up to by the rest of the class. With a few such students the teacher, wishing to help the "queer" student, will, without his knowledge, take up his case. Easily they can be induced to befriend this lonely comrade, playing up his small successes, inducing his participation in one or more out-of-class activities. Once their interest in his plight has been aroused, they will hit upon all sorts of ways to help him find himself and fit socially into the group. Naturally these helpers will plead his cause with other members of the class and before long he will find himself in an atmosphere of friendship

(Continued on Page 57)

# Reader Viewpoints

### Practice in Citizenship

For many years, good schools have given information about government and citizenship to their pupils. For a few years, the better schools have endeavored to give actual experience with some, at least, of the activities of the good citizen. Practice in nomination and election of candidates not only for school offices but also for regular city, state, and national offices has been adopted fairly generally.

The next step seems to be an even further extension of the opportunity to know the problems of government at first-hand and to practice solving these problems. The schools should stimulate pupils to become increasingly aware of the problems both new and old in the community of which they are a part. Some of these problems, to the solution of which pupils may properly be expected to contribute, are the orderly and safe movement of traffic, the development of a civic consciousness that refuses to allow dirty and unattractive streets, alleys and public places, and general adoption of those health practices such as the use of diphtheria toxin anti-toxin that have been demonstrated to guard the health of a community.

Another area of understanding which becomes increasingly important at the present time is the truth about taxation. The history of American democracy is the history of increasing concern for the common good attained through the use of the resources of all the people tapped by means of taxation. The citizen of tomorrow needs to understand that taxation is merely a form of co-operative buying of goods or services which citizens can procure most efficiently and economically for themselves through governmental action financed by taxes.

*FRANK CODY*
*Superintendent,*
*Detroit, Michigan.*

## WAS HIS ADVICE GOOD ?

**A Superintendent of Schools writes us as follows:—**

**"One of my best fifth grade teachers wants to take a course in French. I advised her to take something in education instead, that would have a direct bearing on her work. Was I right?"**

**We pass along this query to our readers. What is YOUR opinion?**

•

### Whither Away

What has become of that good old maxim "Spare the rod and spoil the child"? Perhaps it has gone the way of so many of the other quotations by which people used to live. Anyway, two generations ago teachers whipped children to make them learn. Johnnie went to school to learn and he learned or else stayed in, stood in the corner, or was spanked for not learning. The learning process was sharply and frequently interspersed by trips to the parental and pedagogical woodshed.

Today we hear an entirely different cry. It is the cry of the boisterous youngster whose teacher laughingly tells you is just finding himself. We have stepped into an activity school. Johnnie learns by doing. If he doesn't learn, the teacher hasn't succeeded in making her subject fascinating enough for him. He is enjoying life, and in the process becoming educated.

No doubt neither of these methods is the one which will be used two generations from now. Each decade finds so many new and interesting ideas to be tried that one never feels that he is wholly capable of teaching either children or subject. But it doesn't matter how we teach, I suppose, because the only matter of importance after all is whether or not these young people will be able to discover for themselves that a part of the rubbish which they stored without any thought of future use has become valuable because it meets a real life need in a trying situation.

*LOUISE FLYNN*
*Duquoin, Illinois.*

•

### Thanks, Dr. Woodruff!

I am delighted with the modernized, new, January 6th edition of the Journal. It is a significant gesture which meets with my hearty approval. If, sometime later in the year, you could use another color rather than black, it, too, would be keeping up with the procession, as I see it.

*CAROLINE S. WOODRUFF*
*Principal,*
*State Normal School,*
*Castleton, Vermont.*

*REPRESENTATIVE SCHOOL SYSTEMS*

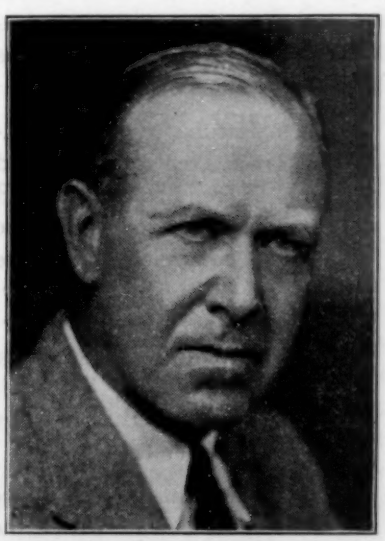
# Cleveland

By CHARLES H. LAKE
Superintendent of Schools, Cleveland, Ohio

WITHIN 500 miles of Cleveland are 55 per cent. of the nation's population and 47 of the 81 principal markets of the United States. Of the 333 types of industry listed by the U. S. Bureau of Census, there are 210 in Cleveland. The manufactured products of Cleveland exceed one billion dollars in value annually. Cleveland, with its one million inhabitants, is truly one of the great industrial and commercial cities of the world. This great concentration of industry and commerce is dependent upon the Cleveland public schools for the training of a majority of the workers and leaders who carry on. This article attempts, very briefly, to describe the technical and commercial education offered.

All Cleveland high schools accept the fundamental obligation of preparing students for effective participation in the problems facing our society. It follows, then, that much of the secondary school preparation must be general or non-vocational in character—that it must be a preparation for citizenship, for leisure, and for the development of character. However, if we are fully to meet the needs of our essentially industrial society, general education alone is not sufficient. We must provide specific vocational education in the upper levels of the secondary school for that large group of students who are destined to enter industry upon leaving school.

Cleveland has an area of 73 square miles. Financial limitations make it impossible to provide special technical and commercial high schools in every section of the city. It becomes necessary, therefore, to provide neighborhood schools of a cosmopolitan nature. Each of these schools offers varying amounts of commercial and technical training. We also provide specialized technical and commercial high schools, situated geographically to serve as many secondary school students as possible. West Technical and Commercial High School, with an enrollment of 4,571 girls and boys, serves the western part of the city. East Technical High School, with an enrollment of 3,045 boys, and John Hay Commercial High School, with an enrollment of 3,424 girls and boys, serve the eastern part of the city. The Cleveland Trade School for Boys and the Jane Addams Trade School for Girls also specialize in trade training. These schools are also open evenings for adults, offering complete courses in the technical and commercial fields.



SUPT. CHAS. H. LAKE

*Technical High Schools*

The technical high schools of Cleveland were organized about 25 years ago. They sought to train the students for positions requiring a higher degree of skill and technical knowledge, and a greater ability to assume responsibility than the average mechanic possessed. Changed conditions in industry and a larger and a more diversified type of student body have compelled a revision and an expansion of that original plan, though the objective still exists for a limited number of pupils.

Quite early in the history of the technical high school, it became apparent that the broad training for leadership that was being offered constituted adequate preparation for entering engineering colleges and, consequently, this objective was added to the original program.

Secondly, in response to a demand for a broader vocational foundation, specialized trade training was gradually moved up from the years immediately following grammar school to the last years of senior high school, with the result that the courses which were once classified as general technical have now become specific trade subjects. There are 20 such courses offered.

Thirdly, there has been a gradual change in the technical

school student body, necessitating a further change in the character of work offered. Many pupils enter the school who are unable to meet the standards of the college preparatory, the general technical, or the specific trade course. For these we offer still another course, called the multi-occupational or general shop course, which teaches the general hand skills and manipulative processes demanded of skilled or semi-skilled machine operatives.

*Guidance*

Such a comprehensive vocational curriculum must of necessity be accompanied by an extensive guidance program. It is a great waste of public funds to train a pupil for a vocation in which he has little chance to succeed.

•

One of the most important phases of a vocational guidance program is that of disseminating vocational information. This dissemination begins in junior high schools through discussion with the pupils of the offerings of the technical high schools. The requirements of the various courses are studied and the pupil is helped to make an intelligent decision, based upon an evaluation of his interests and abilities.

At the beginning of each semester every new pupil is given a "Vocational Reading List." In this are listed all the books in the school library pertaining to the various vocational courses. He is advised to read some of these books, especially if he is in doubt as to his choice of a vocational course. The list is also used in connection with certain units of English. For instance, every boy is required to make a general study of vocations as part of his 10B English work; as a 10A English pupil, he is required to write a paper justifying his choice of a vocational course; and as an 11B he writes an autobiography in which he again sets forth his reasons for selecting his vocational course, and weighs his plans for the future.

**"This article attempts, very briefly, to describe the technical and commercial education offered.**

**"If we are fully to meet the needs of our essentially industrial society, general education alone is not sufficient. We must provide specific vocational education in the upper levels of the secondary school for that large group of students who are destined to enter industry upon leaving school."**

The character of the work done in the various departments is very clearly revealed to the new pupils through weekly visits to the technical classrooms. Each department of the school is placed "on exhibit" one day during the semester. The exhibits are so planned that the visiting groups may hear discussions and see the vocational students at work, as well as view specimens of work. Whether a boy has already decided upon a vocational course or not, the aptitudes, interests, and abilities required by each department are presented to him in such a way as to enlarge his point of view.

This particular type of guidance is given greater clarity and meaning by requiring each 10B to have an interview with the vocational counselor or some teacher of well-matured judgment. These friendly interviews are attempts to assist the student in measuring his aptitudes and skills so that he may select the proper course.

This preliminary guidance work — interviews with the school counselor and specializing teachers, reading, testing, visits, and English class study of vocational possibilities—results in the choice of a specializing subject during the 10A semester.

Although the guidance work done for the entering pupil is of prime importance, it cannot, of course, be allowed to stop there. First, something must be done for the misfit who, in spite of all precautions, finds himself bogging down in the wrong course; and, secondly, for the senior who, on the point of entering the industrial field or college, is as much in need of intelligent advice and direction as the freshman.

When it is discovered that a boy is unable to profit by continuing in his chosen vocational course, a consultation is held with him. As a result, it may seem advisable to permit him to choose another course. Often, however, tests and the school record of the boy's general attitude and accomplishments indicate rather conclusively that he lacks the skills and aptitudes essential to success in any trade course, in which case he is permitted to take a general course suited to his ability. In case the boy lacks the training or inherent qualities for success in even this course, he is transferred to an adjustment class, where he is given individual work in language, citizenship, elementary mathematics, and science. If the boy gains the right attitude and masters the rudiments of the subjects in which he has shown himself lacking, he may have another trial in the regular classes.

As has been intimated, the seniors present their own peculiar guidance problems. These centre, primarily, around (1) the need for preparing the graduate to wage a successful battle with an economic world in which the struggle for jobs is getting steadily fiercer, and

(2) the necessity of placing as many of them as possible in work for which they are prepared.

•

In its effort to solve the first of these problems the technical high school does certain things:—

(1) It recognizes the fact that mere mechanical and intellectual ability in certain directions does not in itself mean that a boy will succeed in industry. As a result, senior conference classes have been established, in which such topics as personal cleanliness, table manners, courtesy, and tolerance are discussed.

(2) The technique of applying for a job is also considered. The seniors make personal application to an adviser for imaginary jobs, and the manners, appearance, diction, and general technique are criticized. The improvement is most gratifying.

(3) The program also includes guidance of the considerable number of superior pupils who plan to go to college. This is not unlike the program found in other schools.

*Placement*

The second of the major problems to be faced in any guidance program for the seniors—that of finding work for them upon graduation—has been most satisfactorily met by the maintenance of a Placement Bureau which serves as a direct link between them and industry. This bureau maintains contact with employers of labor by means of visits, letters, and telephone correspondence; and it undertakes not only to give aid and advice to all students who are leaving school, whether through graduation route or otherwise, but particularly does it attempt to bring candidates for employment into contact with those who have at their disposal positions suited to the pupils' training and abilities. The bureau, further, has developed a follow-up system whereby it keeps in touch with graduates until they are definitely established in positions that measure up to their qualifications. Boys placed in temporary positions, or with firms whose management is poor, are found better places at the first opportunity. This bureau, in one school in 1934-35, made 1,500 industrial contacts and actually placed 244 boys in full-time jobs.

OPERATING A MILLING MACHINE, EAST TECHNICAL HIGH SCHOOL

*Analysis of a Typical Specializing Course*

What a present-day technical high school can do for all its pupils except those of a very limited ability is indicated by the scope of the East Technical machine shop course, which, like all the other specialized courses offered there, has been carefully planned to provide the sort of training modern industrial conditions demand, for it includes bench work, layout practice, instruction in forging, heat treating, tool-die design and construction, a study of personnel and foremanship methods, shop mathematics through logarithms, and thorough training in the use of all standard machine tools.

The pupils start the specialized machine shop course in the 11B grade, after a short period of training in a general shop course. During this semester they take three periods of shop practice, one period of shop methods or theory, and one period of shop mathematics daily. Each period is 45 minutes long. The machine work involves layout, lathe, shaper, miller, surface grinder, and general bench practice. The mathematics work involves elementary shop formulas dealing with speeds and feeds, gear trains, belting, tool grinding, and gear cutting. The methods work deals mostly with free-hand sketching, set-ups, and general machine tool operation.

The second, or 11A term, is a continuation of the 11B work, but proceeds under the supervision of a student foreman selected from a more highly-trained group.

The 11A group is divided into three smaller units of equal size, each with its student foreman selected by the instructor. The instructor assigns the work and keeps a record of each boy's shop experience, but the foreman keeps the record of the work passing through the shop. The record indicates the time each job was started, the time it was completed, the cost of the material used, and the market value of the completed product.

The term is divided into three six-week periods, and each of the three student groups devotes itself to a distinctly different class of work. For instance, Department D works on head stocks and tail stocks of a small metal cutting lathe; Department E on complete carriages; and Department F on lathe beds, feed rods, lead screws, and change gears. When a six-week period is ended, the personnel of the three departments is shifted, thereby giving each boy experience in making parts for

the entire project. The foreman makes set-ups on machines whenever necessary, thus gaining machine experience while learning minor executive duties.

The 12B grade is also departmentalized. Department A makes tools, dies, and fixtures; Department B learns millwrighting; Department C does jobbing. The tool, die and fixture department makes special cutters, such as hobs, taps, threading dies, and reamers; the millwrighting group repairs equipment for the shop, getting experience that ranges from belt splicing and replacement work to making new spindles, bearings, etc., for the various standard machine tools used in the shop; and the jobbing group takes charge of all work coming from outside the machine shop department. This last named class of work includes almost everything imaginable in jobs involving machine and handwork. The foremen for these three groups are also of 12A pupils—the three best all-round boys of the entire class.

The theory work for this term includes general shop methods, short cuts, jig and die design, shop maintenance, time study, work routing, shop management, and personnel studies. The shop mathematics is built around the standard formulas used by the machinist and the tool-maker in their everyday work.

The 12A class does not function as a group. Some of the boys are used as foremen over the lower groups, some are classed as assistant foremen, and still others are assigned special jobs of an experimental nature. The assignments are made by the instructor. All the pupils get four periods in the shop and one period of shop mathematics. The theory is given by individual instruction.

*Commercial High Schools*

To be efficient and economical in technical and commercial education a continuous survey must be maintained to discover two very important facts: (1) The distribution of occupations; and (2) The general level of skill required of workers, especially junior workers in these occupational fields. To do this we use United States Government census figures and surveys of our own; consequently there is a constant reorganization of the courses which we offer.

In our cosmopolitan high schools the principal part of the commercial work consists of bookkeeping, shorthand, typewriting, business training, and commercial arithmetic. In the specializing commercial high schools the same subjects are offered, although a higher degree of skill is required, but in addition to these traditional commercial subjects, training is given for the use of special equipment found in the modern office, such as calculating machines, dictating machines, bookkeeping machines, billing machines, and duplicating machines. In these schools instruction in the use of these intricate machines must be given in small groups. To reduce the cost of general instruction in the school, therefore, the classes in the more routine subjects, such as typewriting, have been increased to an average of 75 students per class.

The ability to perform a specific task well is no longer the only requirement of an office worker. He must understand the work which he does and appreciate its importance and relationship in the organization of which he is a member. Then, too, he must be personally acceptable; he must be able to get along with his fellow-workers. It has seemed to us, therefore, that our job in commercial education has been to fit the individual with the kind of initial job efficiency which will secure and hold the job, and also the kind of social and occupational intelligence which will merit for that individual promotion to higher occupational levels in the not too distant future.

Our commercial high schools offer four principal commercial courses, namely: stenographic course, bookkeeping course, general clerical course, and the retail stores course.

*Stenographic Course*

Ten per cent. of the people employed in office work perform stenographic duties. General abstract intelligence plus a thorough grounding in the fundamentals of English and certain motor ability are absolute essentials to success in stenographic work.

In this course we require a complete grounding in shorthand, typewriting, secretarial filing, commercial correspondence, and in the use of office machines, such as ediphones, dictaphones, mimeograph, and addressograph. This training is a prerequisite to a recommendation for employment.

*Bookkeeping Course*

Occupational statistics indicate that the majority of bookkeepers are between the ages of 25 and 34, although there is an increasing demand for young men and women who really know how to operate bookkeeping machines. We consider that the requisite training for entrance into this section of the commercial field includes business information and mathematics, typewriting, the use of adding and calculating machines, business organization, and four semesters of bookkeeping, the last two semesters of which may be machine bookkeeping.

*General Clerical Course*

This is the largest field for employment of our graduates from the commercial high

schools. Small businesses employing only a few office workers generally want the individual who can do most of the office work. Then, too, the larger offices have a variety of jobs falling in the general clerical training field, such as file clerks, billing clerk typists, billing clerks, checkers, PBX operators, order clerks, cost clerks, and advertising clerks.

*Retail Store Course*

Probably the most important field in the business structure is the field of retail selling. Forty per cent. of the commercial workers in the United States are doing selling or managing sales work. It is obvious, therefore, that an important function of the commercial high school is the training of retail store workers.

We have a co-operative arrangement with 15 of the larger retail stores whereby the students in our retail store classes during the senior year are given training on the job. The stores co-operating with the schools in this retail store course do this by hiring groups of students who alternately work two weeks in the store and go to school two weeks. In all cases these stores have agreed that the program of training has been an effective means of securing efficient junior workers.

Our retail store classes study the technique of dealing with different types of customers and how to analyze their wants in order to increase the possibilities of making sales. They study merchandise and the fundamentals of textiles, china, glassware, and furniture. They also study the fundamental principles of art, designing, and interior decoration.

*The Future of Technical and Commercial Education*

The future of these technical and commercial high schools lies in their ability to become truly comprehensive vocational institutions for teaching industrial and commercial occupations. The following fields seem worthy of expansion:—

1. A program of specific trade education that includes co-operative training.
2. A program of short unit courses that will enable workers to meet the rising standards of efficiency required in our competitive industry, and will provide re-training for workers faced with the problem of changing their occupations.
3. A program that will assist the pupil to analyze his potential aptitudes and abilities and will lead him to a satisfactory vocational adjustment. This program, which perhaps offers the greatest opportunity of all, will include a plan for assisting the individual to market his services.

To summarize—our technical and commercial high schools must continue to provide a liberal vocational education, an education which will prepare graduates to enter directly into industrial and commercial life, successfully to meet the rapidly changing demands of their occupations, and to participate effectively in the social life of their community.

# *From a Schoolman's Diary*

By FRANCIS READ
A High School Principal

*A Dog Fight Did It*

Teachers should be serious, dignified, and exacting in their relations with pupils; at the same time they should be free, natural, and friendly. I am daily impressed with the fact that few attain this ideal.

I once heard Hon. Payson Smith tell a story that ran something like this: The teacher had kept Johnny after school for bad behavior, and because he would not do his work. The two sat there in gloomy silence, the teacher busy at her desk, and Johnny looking at his book but thinking of things far away. A dog fight occurred outside and both rushed spontaneously to the window to see the excitement.

This broke the ice and soon the two found themselves engaged in pleasant conversation. The teacher was telling Johnny about her own school days, and Johnny was telling her about his hobbies and what he planned to do when he grew up.

It came time to put the room in order for the night, and Johnny offered to help. He adjusted the curtains, erased the boards, and put the big dictionary on its stand in the front of the room.

Finally the teacher said: "Johnny, you may go now." Then, thinking she had not punished him very much, she gave him a parting thrust: "Johnny, I cannot understand how it is that a person, who is so agreeable as you are outside of school, can be so mean as you often are in school."

Johnny hung his head and mumbled: "Teacher, I don't want to hurt your feelings, and I don't want to be impolite, but do you know that is just what I was thinking about you."

What is the reason that both teachers and pupils can't be as agreeable in school as they are outside? I confess that I do not know.

# Book Reviews

## Calculator's Tool Kit

PRACTICAL JUNIOR MATHEMATICS, Books I and II. By George D. Strayer and Clifford B. Upton, of Columbia University. New York, Cincinnati, Boston, Atlanta, Chicago: American Book Company.

The pupil in junior high school should begin to use mathematical tools that are not contained in his earlier kit.

In addition to arithmetic he will draw upon some of the implements of algebra and of geometry.

The Strayer-Upton texts styled "Practical Junior Mathematics" thus treat mathematics as a unified subject. There are problems of computation in every aspect of our daily lives. The formula, the equation, the graph, a certain dexterity in fundamental processes of arithmetic and of algebra—these are the basic equipment for the solution of such problems.

These two books — for first and second year of junior high school respectively — provide an unusually effective medium of instruction; a means of stimulating interest in mathematical problems and of challenging the pupil to perform the tasks which contribute to his sense of power and accomplishment.

It should be a pleasure to teach from these texts and a pleasure to learn from them likewise.

• •

## Dynamic Grammar

WORDS IN ACTION, A Study of the Sentence. By Alfred A. Wright, Director of English, West Hartford, Connecticut. 470 pages, cloth. New York: Henry Holt and Company.

A fresh and decidedly promising attack is made by Alfred A. Wright upon the improvement of technique in the teaching of English grammar as a tool of practical value.

"Words in Action" is written by one who has admittedly gone to school to his pupils. He has learned from them that they can come to grips with a subject which is presented in concrete terms and is made to serve some obviously useful purpose.

The understanding of principles and how to apply them in practice is put ahead of memorizing rules. The pupil should gain a real understanding of sentence structure and acquire facility in the use of words and in the probing of rather complicated sentences for their meanings. Upwards of three hundred exercises are provided, in a sequence so orderly as to carry the young student by easy stages to a sense of power and mastery.

• •

## Elementary Study of Business

AN ELEMENTARY STUDY OF BUSINESS. By Grace Sheridan Egan, Port Richmond High School, New York City; Emanuel M. Edelson, St. John's University, Brooklyn, N. Y.; and Benjamin Veit, District Superintendent in charge of Junior High Schools, New York City. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn & Company.

All of us, whether we like it or not, are concerned with business from the cradle to the grave. And to know the elementary facts and principles of business is a necessity not only for the boy or girl taking a so called business course but for every boy or girl no matter what his vocational aim or the financial situation of his parents.

"An Elementary Study of Business," by Egan, Edelson, and Veit, indicates how far the first course in business has departed from the mere mechanics of bookkeeping.

• •

## Probing Europe's Past

UNITS IN WORLD HISTORY. By John T. Greenan and J. Madison Gathany, Instructors in the Social Studies, East Orange (N. J.) High School. New York and London: McGraw-Hill Book Company, Inc.

Less chronological and more logical seems to sum up the purpose of this new text in European history for high school students.

The memorizing of thousands of details and the attempt to tie them in with a sequence of dates, have made history one of the most boring of studies. And when any given course of history, pursued in this dull manner, has been finished, the facts quickly fade out of mind until the average graduate can recall barely a dozen of the points which his book or his teacher sought to impress.

"Units in World History" puts the emphasis upon understanding rather than upon mere recollection of a narrative, however dramatic. The approach is through a study of trends, movements, and institutions. This means that some of the facts reappear at several points in the book. But they are a means to an end, not an end in themselves. And the end in view is a permanent enrichment of the student's culture. He will have grasped the meaning of that collective human experience which constitutes the true essence of history.

Thinking about what men have done in the past and about the bearing of those past deeds upon the life of our own time and ourselves, is the wholesome exercise to which this well organized, interestingly written text is devoted.

• •

## Humanizing the University

THE AMERICAN COLLEGE AND UNIVERSITY. A Human Fellowship. By Charles Franklin Thwing, President Emeritus of Western Reserve University and Adelbert College. Boston, Chicago, Atlanta, Dallas, San Francisco: The Macmillan Company.

Few men combine the experience, the insight, the philosophy, and the human friendliness to write such a book as this from Dr. Thwing.

Here at length is a satisfying view of the ideal college or university, along with constructive suggestions as to how that ideal may be approached in practice.

The book is at once an exposition of the organization and interrelationships of the college and an expression of the seasoned beliefs of this distinguished president emeritus regarding aims and attitudes, problems and procedures. The keynote of Dr. Thwing's philosophy is conveyed in the words "human fellowship." He believes in the educative value of sympathy, friendliness, cooperation, and the thought of service. His present book is therefore a warm and personal rather than a cold, mechanical presentation of the university or college picture. There is the vision which comes with years and wisdom combined with the persuasiveness, force and clarity which have long characterized the writings of this eminent educator.

## Winshipisms

**"The one characteristic of a superintendent that is absolutely inexcusable is fussiness."**

•

**"A radical lacks balance, a conservative lacks courage."**

•

**"The successful man always has confidence in the success of other men, but the unsuccessful man never acknowledges the success of others, and growls and whines at every man who is a success."**

# The News Digest
## OF EDUCATION

## Cross Eyes and Nerves

CHICAGO.—Cross-eyed people may be that way because their school teachers made them write with their right hands instead of their lefts, said a theory published recently in the archives of Ophthalmology by Drs. Walter H. Fink and Bring Brungelson, of Minneapolis. The doctors recited the findings of sixty experiments indicating that strabismus, or squinting, might not be a strictly local condition of the eye, "but one manifestation of a general incoordination of the nervous system." In 60 per cent of their sixty test cases of strabismus, the doctors found that handedness had been changed from left to right "early in life, usually before the onset of strabismus."

## Shortage of School Service Found in Many Parts of U. S.

WASHINGTON. — Decreased salaries for teachers, over-crowded schools, and lack of funds for school maintenance have forced the educational situation into the front rank of major national, social and economic problems, according to a report on state planning activities by the National Resources Committee.

The State Planning Board, after a survey of rural areas in Iowa, finds that 40,000 boys between the ages of fourteen and twenty-one are not receiving systematic instruction in any school. In Ohio, the state board's report says, "the outstanding fiscal problem is that of finding revenue to aid the great majority of school districts unable to meet fixed charges or operating expenses." Michigan has suffered a decrease of 45 per cent of its school revenue in the last three years.

Typical of the studies conducted in New England was that by the Connecticut state planning board which included studies of public expenditures for educational institutions, methods of raising taxes for these schools, preschool education, adult education, school population and attendance, and child labor laws.

The New Hampshire board, in its recommendations, asked that supervisory unions be consolidated and reduced in numbers. It also urged that consolidation eliminate many one-room schools, improve the school standards, and lower the general cost of instruction. The board said: "It is desirable that teachers be given salaries commensurate with the responsible work with which they are entrusted, but at the same time their qualifications should be raised to effect a corresponding increase in quality of service." The extension of state aid was emphatically recommended by the New Hampshire board.

## Prospects Brighten

### Cornell Controller Sees Improved Conditions

ITHACA, N. Y.—The financial prospects of educational and charitable institutions for 1936 are brighter than they have been for the past several years, according to a forecast made by Charles D. Bostwick, controller of Cornell University. Citing the experience of Cornell in achieving a balanced budget during the past year, Mr. Bostwick predicts continued improvement for 1936, although he foresees no appreciable expansion in the programs of educational institutions for several years.

## Indictments

### Four Boston Men Mixed in School Scandal

BOSTON.—Four men indicted by the grand jury investigating Boston school department scandals were recently arraigned in Suffolk Superior Court where bail was set. All four defendants, James W. Hawkes, of Jamaica Plain; John F. Devlin, of Charlestown; Robert T. Brown and Frederick T. Carroll, both of South Boston, have been accused of attempts to obtain money in connection with school department appointments. It was understood that Hawkes and Devlin, whose activities are said to have been concerned with the appointment of a director of music, would be tried separately from Brown and Carroll, who are accused of soliciting payments from substitute teachers. All the indicted men are outside the schools. In a report the Suffolk Grand Jury held that "inertia, looseness and possibly corruption is prevalent within the confines of the School Committee," adding that "some of the present School Committee should be ousted from their respective offices." At its first 1936 meeting the committee elected Frederick R. Sullivan as chairman, succeeding Dr. Charles Mackey.

## Teachers Oblige

### Call for Thirty Dance Partners Promptly Filled

CAMBRIDGE, Mass. — The major problem that confronted the committee in charge of the inaugural ball in Cambridge recently for Mayor Lynch, a bachelor, was solved when approximately thirty of Cambridge's women school teachers volunteered to attend the party, act as partners, and "be attractive." The committee, faced with a shortage of ladies, issued a call for "thirty beautiful girl residents" to come to the ball and "be attractive." Superintendent of Schools Michael E. Fitzgerald informed the chairman of the ball committee, Michael T. Kelleher, that the girls had jumped at the leap year chance.

## King's English

### Educator Holds It "Class Language"

CHICAGO.—"The King's English" was scorned recently by Arleigh B. Williamson, president of the American Association of Speech. It is a "class language" and "an extraneous standard" for the American people, he told the association's 20th annual convention. Condemning "a group of educated persons with some claim to literary fame" who "attempt to impose" English speech on Americans, he declared: "Only those not fully acquainted with the history of social developments will seek to impose a class language upon democratically inspired America." Professor Williamson is head of the public speaking department of New York University.

# Educator Charges "Miseducation"; Recommends Super High Schools

CAMBRIDGE, Mass.—A charge that New York City is wasting $6,000,000 a year in the "miseducation" of 50,000 high school students not fitted for the kind of training they receive was made here recently by Dr. John L. Tildsley, assistant superintendent of schools of New York City. He delivered the annual Inglis lecture at the Harvard Graduate School of Education.

In his address on "The Mounting Waste of the American Secondary School," Mr. Tildsley denounced large-scale education as developed in America in the past twenty-five years, and said the day was coming soon when huge city schools would be replaced entirely by schools of the "country-day" type.

Describing the efforts of the last quarter of a century to salvage poor-grade students as "largely fruitless," the speaker declared that it was time for public high schools to begin special education of the best young brains of the country.

He recommended the immediate organization of two high schools for bright pupils in each of the larger boroughs of New York City.

In those boroughs there would be one school for especially brilliant boys and one for girls, he said. For the smaller boroughs he recommended one super-high school for exceptional young scholars of both sexes.

## Share Costs

### Women Students Cut Expenses of Table

LOS ANGELES, Calif.—Ninety-six women students at the University of California here have solved the high cost of living problem. They said that they breakfast, lunch, and dine at a cost of 25 cents each daily. The ninety-six students are residents of Doheny Hall. They pool their resources, do their own buying and cooking. The ninety-six are divided into teams of six and eight, which alternate in purchase and preparation of the food. Meal hours are firmly fixed and late arrivals must cook their own or go hungry.

## Movie Service

### Report of Survey Shows Many Films Offered

WASHINGTON.—Dr. W. S. Bittner, secretary of the National University Extension Association, reports that twenty out of fifty-seven universities and colleges responding to a questionnaire sent out by him indicate that they maintain a motion-picture service for approximately 5,000 schools and other organizations. Nine other universities contemplate establishing a film service. A total of 8,989 motion picture reels are reported by the twenty institutions maintaining film libraries.

## Latin Not Required

MIDDLEBURY, Vt. — Latin and mathematics will be dropped from the list of required entrance subjects at Middlebury College, beginning with the class of '40, it was announced. The action was taken by the faculty following the abandonment of the two subjects as graduation requirements. Although the fifteen-unit system is retained, four years of English will be the only subject specifically required of future candidates. Nine optional units in languages, mathematics, history, natural science and social science and three free unit choices taken from approved subjects will be considered the other admission units.

## Salaries Up

### New Jersey Teachers Find Pay Advancing

TRENTON, N. J.—A more prosperous New Year is apparently assured to most teachers in New Jersey. Salaries, cut from 1 to 35 per cent during the depression, are to be brought back toward normal in a majority of communities. Already teachers' pay has been partly or completely restored to former levels in a quarter of the school districts, and in many others restoration is scheduled to begin either in January or September.

## Absent Minded

TOLEDO, O.—Jesse L. Ward, associate professor of secondary education, walked into a University of Toledo classroom recently, called the roll, and then started expounding the principles of psychology. For fifteen minutes he spoke. Then he asked the class a question on the subject—no answer. Another question—still no answer. "Doesn't any one in this class ever study psychology?" he asked. "No, sir," was the answer, "this is an advanced English class."

## Modernize Courses

### Maine Commissioner Points To Changed Conditions

AUGUSTA, Me.—Since the majority of high school pupils in Maine today depend on their high school education to fit them for their life's work, the people of Maine must provide a type of education which includes industrial and commercial training as well as Latin and Greek of thirty-five years ago, Commissioner Bertram E. Packard says. He points out that in 1900 the high school enrollment in Maine was only 9,000 with the majority fitting for college training, while this year the enrollment is 45,000, with the majority not planning to supplement their education in colleges.

## Fund Elects

BOSTON.—Thomas D. Craven, submaster of the Grover Cleveland Intermediate School, Dorchester, was elected to the board of trustees of the Boston Teachers' Retirement Fund Association over James E. Dolan, who sought reelection at the annual meeting. Miss Julia M. Fitzpatrick, candidate for reelection to a three-year term, was elected without opposition. Miss Fitzpatrick is master's assistant of the Lewis Intermediate School, Roxbury. She has served on the board for the past ten years. She has been president of the Boston Elementary Teachers' Club, the Teachers' Council, and the Masters' Assistants Club. She is also a trustee of the Permanent School Pension Fund.

## Bond Laws O. K.

### Alabama Court Says Legislation in Order

MONTGOMERY, Ala. — The Alabama Supreme Court has upheld the validity of all 1935 legislation affecting school bonds and warrants, clearing the way for city and county boards to obtain federal loans and grants for school building construction. The Supreme Court issued an advisory opinion at the request of Governor Bibb Graves after a Boston firm of bond attorneys had asked that certain sections of the laws which might conflict with each other be cleared up. With the court's ruling the State Department of Education and various city and county boards are offering or preparing to offer for sale, warrants backed by special taxes. The building program is expected to cost approximately $5,000,000.

# Among the Schools

## Survey Planned

### Philadelphia Schools To be Studied by Experts

PHILADELPHIA. — Intermittent criticism of the structure of Philadelphia's public school system during the last few years is about to result in a survey of the city's educational methods by a group of outside experts. The criticism has been summarized and added to by Mayor-elect S. David Wilson in his apparently unsuccessful demand for a cut in the school tax rate for 1936. The survey is intended to determine whether the present set-up is the best possible.

## Studying by Mail

### Correspondence Courses For High School Students

NORTH PLAINFIELD, N. J. — With a view of adapting curriculums more closely to the needs of individual students without increasing taxes, the North Plainfield high school has introduced a system of supervised correspondence study which is attracting increasing attention from educators. As the result of an arrangement with correspondence schools, twenty-three students in North Plainfield are taking specialized courses, not hitherto in the curriculum, ranging from Diesel engines and radio to advertising and automobile mechanics. The lessons are prepared in Scranton, thus obviating the necessity of adding a qualified instructor to the high school faculty, but regular teachers supervise the study and forward papers for correction. Approximately 150 high schools are said to be using the supervised correspondence study system and for two summers there have been conferences on the subject at Columbia University.

## Same Schooling

### Indians Afforded White Man's Opportunities

LAWRENCE, Kan. — At Haskell Institute Indian youths today are afforded full high school and vocational education. The present Indians have learned the white man's ways. Each of them is afforded the same opportunity for advancement as the white youth. In educating the Indians special attention is paid to the vocational subjects. At the institute most of the subjects taught are of some vocation. These trades vary from being a printer to being a cobbler, or from being a bookkeeper to being a farmer.

## Instruction Free

READING, Mass.—First of a series of classes in the adult education course, which is sponsored by the School Committee, has opened here with international relations, taught by Victor Pitkin, of the staff of the Walter S. Parker Junior High School. Other classes are being formed and will be announced as fast as the required number of applications are received and the teachers secured. A wide variety of subjects are offered by the committee from which those interested may select their courses. There will be no charge for these courses as the School Committee will care for the small incidental expenses. All the instructors have volunteered their services as their contribution toward the success of the work.

## Schools Scrimped

### Dedham Official Points To Low Standing of Town

DEDHAM, Mass.—Dedham is rapidly sinking in its duty toward the children of the town, and last year ranked 263d out of 355 cities and towns in Massachusetts in cost per pupil, according to John Anthony, superintendent of schools, in his annual report. Anthony pointed out that the school budget has been cut $65,000, despite the fact that the 15 per cent reduction in teachers' salaries has been continued, and warned that if this continued, the town would lose many of its experienced teachers to other communities which have already returned to a full salary basis.

## Suspended

### Girl Refuses Flag Oath After Talk

EVERETT, Wash. — Ten-year-old Hazel Simmons, Silver Lake grade school pupil, was suspended by Principal Ray Treichel recently for refusing to salute the flag. County Superintendent of Schools Clifford Carpenter spent nearly an hour, he said, trying to explain to the girl the meaning of the flag salute but she refused to comply. A state law requires the flag salute in schools. The parents of the girl are members of the religious creed of Jehovah's Witnesses.

## More Pupils

### El Paso Reports Jump in Attendance

EL PASO, Tex.—Total membership in the El Paso public schools is 20,122, an increase of 534 over the total membership of last year. Of this number, 1,108 are in kindergarten, an increase of 149 kindergarten pupils. There are 1,456 freshmen in the four high schools and only 480 seniors. There are fifty-eight fewer high school seniors this year than last.


**FROM THE OLD TO THE NEW EDUCATION**

**By W. A. BALDWIN**

It has helped many an educator to change his way of thinking. Yet the revolution is comparatively painless. . . .

SINGLE COPIES, $1.25 POSTPAID
FIVE OR MORE, $1 EACH

**NEW ENGLAND PUBLISHING COMPANY**
SIX PARK STREET, BOSTON

Make your "Card Catalogue" alive with *Wilson-Way* Photos.

**Wilson-Way School Photography, Cambridge, Mass.**

## Study Civics

### St. Louis Students Know Government

ST. LOUIS, Mo.—When a student graduates from a St. Louis public high school he has a good practical knowledge of government and even some notion of the governmental changes which are taking place—or at least that is what the schools are trying to give him—Dr. Henry J. Gerling, superintendent of instruction, said recently. Among the objectives presented to all teachers of social studies are the following: "To promote citizenship through actual participation in school government; to develop a genuine social spirit by conscious co-operative efforts for the common welfare; to learn to choose leaders wisely; to develop the spirit that shall put public good ahead of personal gain." "We are convinced," Dr. Gerling stated, "that the children must think of government in relation to what they do and the way they live. It must interpenetrate every thing they do in school, just as it will penetrate all their daily associations when they are out of school. If taught otherwise they look upon government as a dead, static form which does not concern them."

## Buzzing Saws

### Band Protests Noise Through Floor

HUTCHINSON, Kan. — Soundproofing of the Hutchinson High School band room is requested—by the band. Members say they can't compete with the buzz saws in the manual training shop on the next floor below.


## How do YOU Pronounce them?

A prominent educator writes: "This book is great for deflating one's ego." Merely a story to be read aloud. Contains over 500 words that may trip almost any one. Each page followed by a key. New edition with index.

**Postpaid, 50 cents**
**Five or more, 45c each**
**Send today for**

**"You Don't Say--Or Do You?"**

**By F. F. TILDEN**

**JOURNAL OF EDUCATION**
**BOOK SERVICE**
**6 PARK STREET, BOSTON, MASS.**


# Meet These Contributors

CHARLES H. LAKE is superintendent of the public schools of Cleveland. He received his education at Ohio State University and the University of Chicago. His entire time, since his graduation from college, has been spent in the field of education. He has been connected with the Cleveland public schools since 1916, serving as principal of East Technical High School, assistant superintendent of schools in charge of high schools, and, since 1933, as superintendent of schools.

WILDY V. SINGER (*"Where Do We Go From Integration?"* page 41) is head of the department of education and director of student teaching in the New Jersey State Normal School at Newark. He has an M. A. from Teachers College, Columbia University. He has taught all grades, rural schools included, and has been an elementary school principal, a principal of high school, and a superintendent of schools, as well as principal of a state summer school in teacher training. He is a lecturer in psychology and philosophy of education. His hobbies are field studies in nature and golf.

ARTHUR FISHER COREY (*"A Basic Course of Units,"* page 43) is president of California Teachers' Association, Southern Section; past lieutenant governor of Kiwanis International; candidate for the Doctorate at the University of Southern California, and assistant superintendent of Orange County Schools. He says: "I have gone to school all my life, and among my many instructors I have had three real teachers. I am spending my time interpreting and selling their kind of education."

INEZ M. HAMANN (*"The Art of Questioning,"* page 42) is a native Californian, educated in California schools. She obtained her A. B. degree from San Jose State College, and has since taken several courses from University of California, Berkeley. She finds education and research work most interesting.

JOHN W. DICKEY (*"Where Do We Go From Integration?"* page 41) is an instructor in the Departments of Education and Mathematics in the New Jersey State Normal School, at Newark. He has a B. S. from Gettysburg College, and M. A. from Teachers College, Columbia University, and has completed two additional years of graduate study. He has traveled widely. He has worked as a research physicist for a zinc company. He has taught at ages and grades in the public school systems. His two hobbies are wood working and music.

GARRY C. MYERS (*"Capitalize Youth's Idealism,"* page 45) is a contributing editor of this magazine. He is a teacher, lecturer, newspaper columnist, author, and editor of two magazines, "Junior Home" and "Children's Activities," both published in Chicago.


**ROCKY MT. TEACHERS AGENCY**
410 U.S. NAT. BANK BLDG. DENVER, COLO.

**WM. RUFFER, Ph. D., Manager**

**Largest Teachers' Agency in the West. Est. 1906. Unexcelled Service. Copyright Booklet, "How to Apply, etc." free to members, 50c to non-members.**

## THE PALMER METHOD RITE-HOLD FOUNTAIN PEN

**● Designed to induce correct penholding, and with a nib unexcelled for swift, effortless writing, the Palmer Method Rite-Hold fountain pen is proving increasingly popular among teachers and students. The patented double groove, the leak-proof cap and feed, and the 14-karat gold nib combine to produce perfect performance. The Rite-Hold fountain pen is available in three handsome colors—black-and-gold, onyx, and carnelian, at $2.75 postpaid. The Palmer Method guarantee of replacement or refund if the pen does not please you protects you in buying by mail. Send for yours today!**

**THE A. N. PALMER COMPANY**
**55 Fifth Avenue, New York, N. Y.**

# DIRECTORY

## OF SCHOOL EQUIPMENT AND SERVICES

*The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and services for schools.*

### Art Supplies

Practical School Supply Company
1315 S. Michigan Blvd., Chicago, Ill.

### Book Covers

Holden Patent Book Cover Co.
Springfield, Mass.

### Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

American Book Company, New York, Cincinnati, Chicago, Boston

D. Appleton-Century Company, New York

Ginn and Company, Boston

Gregg Publishing Co., New York

D. C. Heath and Co., Boston

Houghton Mifflin Co., Boston

Lyons & Carnahan, New York

The Macmillan Co., New York

McGraw-Hill Book Co., New York

G. & C. Merriam, Springfield, Mass.

Newson and Co., New York

Prentice-Hall, Inc., New York

Row, Peterson and Co., Evanston, Ill.

Benj. H. Sanborn & Co., Chicago.

Silver, Burdett and Co., Newark

The John C. Winston Co., Phila.

World Book Company
Yonkers-on-Hudson, N. Y.

### Handwriting Aids

**THE A. N. PALMER COMPANY**
New York-Chicago-Portland, Ore.

Handwriting Textbooks and Supplementary Publications. Paper, tablets, steel pens and fountain pens.
Handwriting Awards and Incentives.

### Jewelry

**L. G. BALFOUR COMPANY**
Attleboro, Mass.
Class Rings and Pins
Commencement Announcements, Diplomas, etc.
Typing Awards Class Gifts
Club and Organization Insignia

### Lantern Slides, Stereographs

Keystone View Co., Meadville, Pa.

### Light Meters

Sight-Light Corporation, Chrysler Building, New York City.

### Music

C. C. BIRCHARD & CO., Boston
Publishers of Song Books; Choral and Orchestral Music; Operettas

M. Witmark & Sons, New York

### Photography For Schools

**WILSON-WAY**
**SCHOOL PHOTOGRAPHY**
Cambridge, Mass.

### Pictures and Prints

Hale, Cushman & Flint, Inc.
(The Medici Prints), Boston, Mass.

### School Architects

**FRANK IRVING COOPER CORPORATION**
ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning.
47 Winter St., Boston, Mass.

### Typewriters

Underwood Elliott Fisher Co.
342 Madison Ave., New York, N. Y.

---

## *Capitalize Youth's Idealism*

(Continued from Page 45)

such as he never felt before. Best of all, those who helped him will have gained tremendous satisfaction. They will feel that they have done some lasting good and have fulfilled at least one of their longings to be of positive service in the world; besides, this procedure ought to be an effective means for breaking up and preventing cliques in the class and of furthering wholesome friendliness among the entire group.

This is not a mere bit of theory. It will work. We have seen it work; not just once, but many times. By such a method club leaders, scout masters, camp counselors, and teachers have attained remarkable results. Occasionally a high school or college student will take the initiative himself to help a lonely, timid classmate. Many, many more would render such human service if the teacher only sensed the opportunity and dropped appropriate suggestion to the proper person at the proper time.

It is safe to say that the average teacher is hardly aware of the number of these timid, lonely students in his class. Such a student causes him no disciplinary trouble, avoids controversies, abides by the school rules and, so far as the teacher is concerned, is a good conformist.

From a lonely, worried young man with a B.S. degree from an engineering school, came the following in a letter:—

"I have no friends; that is, I don't associate with anybody. I had no friends in grammar school, high school, or college, except to speak to me in the classroom. . . . I have gone to school for sixteen years or so, and I have kept so quiet and so well hidden that I have never found out what any one really thought of me." What about his teachers?

## DIRECTORY OF TEACHERS' AGENCIES

**THE GRACE M. ABBOTT TEACHERS' AGENCY**
GRACE M. ABBOTT, Manager
120 BOYLSTON STREET, BOSTON
Member National Association Teachers' Agencies

**AMERICAN AND FOREIGN TEACHERS' AGENCY**
19 West 44th Street, New York
Recommends instructors, teachers, tutors and governesses for colleges, schools and families. Careful selection for individual needs.
MISS AGNES HOOKER MISS NELLIE R. TALBOT
Successors to Mrs. M. J. Young-Fulton

**THE CARY TEACHERS' AGENCY**
Our methods conform to the highest standards of placement work
49 PEARL ST., HARTFORD, CONN. | CLAPP BUILDING, PORTLAND, MAINE | 14 BEACON ST., BOSTON, MASS.

**THE FICKETT TEACHERS' AGENCY**
EDWARD W. FICKETT, Prop. Tel Laf. 4756
N. A. T. A. Member
8 BEACON STREET, BOSTON
Established 1885

**THE FISK TEACHERS' AGENCIES**
Boston, Mass., 120 Boylston St.; New York, 70 Fifth Ave.; Syracuse, N. Y., 139 Fage Ave.; Philadelphia, Walnut and Juniper Sts.; Portland, Ore., 409 Journal Bldg.
Send for circular and registration form free

**ALBERT TEACHERS AGENCY**
25 E. Jackson Blvd., Chicago, Ill.
50th Year — The well prepared and successful teacher is earnestly sought by our many clients for College, Teachers' College, Public and Private School work. Write for folder. Chicago Agency member NATA.
Correspondent Agencies:
E. T. Duffield, 535 5th Ave., N. Y.
Alta B. Collier, Inc., Hyde Bldg., Spokane

**KELLOGG'S TEACHERS' AGENCY**
Established 1889
31 Union Square, New York, N. Y.
(Broadway at 16th Street)
B. F. Mannion, Miss M. B. Gosman, Managers
Telephone Algonquin 4-1756
We have been supplying teachers to the Public and Private Schools for over forty years. We have no branches. All applications for membership and all requests for teachers receive the personal attention of the managers. Call, write, or telephone us for careful personal service.
Member National Association of Teachers' Agencies

**The TEACHERS EXCHANGE**
OF BOSTON — 6 PARK ST.
Recommends Teachers, Tutors and Schools.

**WINSHIP TEACHERS' AGENCY**
ALVIN F. PEASE, Manager
6 Beacon St. . . . Boston, Mass.
Long Distance Telephones: Office and Residence
PROMPT! COURTEOUS! FAIR!
*Member National Association of Teachers' Agencies*

**This space available for Teachers Agency Announcement**


# *Grins Between Grinds*

### Scotch Code

A Scotsman had to send an urgent telegram, and not wishing to spend more money than necessary wrote like this:

"Bruises hurt erased afford erected analysis hurt too infectious dead." (Ten words.)

The Scotsman who received it immediately decided it was: "Bruce is hurt. He raced a Ford. He wrecked it, and Alice is hurt, too. In fact she's dead." (Nineteen words.)

• •

### What Money Does

"I'm glad to find you as you are," said the old friend. "Your great wealth hasn't changed you."

"Well," replied the candid millionaire, "it has changed me in one thing. I'm now 'eccentric' where I used to be impolite, and 'delightfully witty' where I used to be rude."

• •

### On Time

A salesman who had been traveling on a certain railroad for a number of years was complaining about the trains always being late when, to his surprise, the train came in on time.

He immediately went to the conductor and said: "Here's a cigar. I want to congratulate you. I've traveled on this road for fifteen years and this is the first time I ever caught a train on time."

"Keep the cigar," said the conductor, "this is yesterday's train."

• •

### Restraint

A blushing young woman handed the telegraph operator a telegram to be sent which contained only the single word "Yes." Desiring to be of real help to patrons of his company the operator said: "You know you can send nine more words for the same price."

"I know I can," replied the customer, "but don't you think it would look as if I am too anxious if I said it ten times?"

• •

### Ear Scraper

She—"What is a harmonica?"

He—"Corn on the cob set to music."

• •

### Within Reach

Rich Father—"What's the matter, daughter?"

Daughter—"I want you to get me a Russian prince."

Father—"I can arrange that all right, my dear. I was afraid you might want a baseball pitcher, a movie hero, or a champion pugilist."

• •

### Not Yet

A little girl came prancing home from school and bounced into the kitchen.

"Mamma! There is going to be a war! There's going to be a war!" she chanted. Then suddenly catching sight of her father she asked:

"Daddy, have you been invited?"

# TWELFTH EDUCATIONAL YEARBOOK

OF THE INTERNATIONAL INSTITUTE

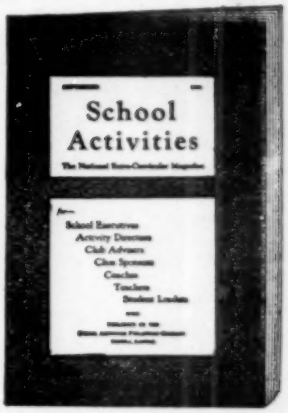
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

This new issue of the **Educational Yearbook** of the International Institute, edited by I. L. Kandel, is devoted to a topic which is of immediate interest to education. It gives accounts of the organization and activities of teachers' associations in eighteen countries, including the United States, and in the Federation Internationale and the World Federation of Education Associations. It deals with the contributions of such organizations to the progress of education, the improvement of the status of teachers, and the participation of teachers in politics. An account of the conflict between teachers as a body and the government of France deals with an issue which is specially relevant in the present American situation. The volume presents material which has never been brought together before. 630 pp. Cloth, $3.70.

BUREAU OF PUBLICATIONS

**Teachers College** **Columbia University**

**New York City**




# SCHOOL ACTIVITIES MAGAZINE

DR. HARRY C. MCKOWN

*Editor*

**Is the only educational journal in the activity field. It renders service to schools through authoritative, interesting, and helpful material on:**

| | |
|---|---|
| **Clubs** | **Administration and Supervision** |
| **Debate** | **Trips and Excursions** |
| **Athletics** | **Financing Activities** |
| **Guidance** | **School Citizenship** |
| **Dramatics** | **Program Material** |
| **School Spirit** | **Commencement** |
| **Home Rooms** | **Point Systems** |
| **Honor Societies** | **Publications** |
| **Literary Societies** | **Assemblies** |
| **Student Government** | **Parties** |
| **Supplementary Organizations** | **Music** |
| | **Plays** |

SUBSCRIPTION PRICE

**$2.00**

**THE SCHOOL ACTIVITIES MAGAZINE**

**Topeka, Kansas**

# The Child Development Readers

**Edited by Julia Letheld Hahn**

***A new series with a content and method that make reading a joyful, satisfying adventure***

Primary Series by JULIA LETHELD HAHN, JULIA M. HARRIS, JENNIE WAHLERT

**THE development of an adequate background of experience and language facility** in preparation for reading is given practical emphasis in this new series of readers. This objective is accomplished by means of orientation picture cards, a pre-primer booklet, illustrations that are a vital part of the content of the books, and a natural method of teaching procedure. This "reading readiness" and the stimulating nature of the content, with the resulting activities, assure unusual **all-round development of the child using this series.**

## Monroe's Reading Aptitude Tests

THESE tests meet adequately the demand for a measure of the degree to which children who enter the first grade are prepared to learn to read. They afford the basis for greatly improved reading instruction during the highly critical primary years. Regardless of the series of readers used, the information which these tests afford is absolutely essential to the most effective teaching of reading. Package of 25 test folders and one eight-page Manual of Directions, $1.00, net. Test material: 17 cards for the teacher's use in administering the tests, 50 cents per set, net. Transportation additional.

## HOUGHTON MIFFLIN COMPANY

**Boston** **New York** **Chicago** **Atlanta** **Dallas** **San Francisco**